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ABSTRACT

This paper discusses affective strategies for teaching reading at the elementary school level. The contents include: "Use of Newspaper," which presents a chart of reading skills to be used by the teacher and provides such suggestions for developing interest in the newspaper as having a newspaper editor visit the classroom, role playing as advertising salespeople, and writing a class newspaper; "Listening Stations Enjoyable," which discusses how to use listening stations to develop oral vocabulary, to provide students with practice in visualization, and to involve students in poetry study; "Applying Word Attack," which discusses a strategy of word identification using a formula; "Television Programs Used," which looks at educational television programs and how they can be used to develop imagination, to teach reading, and to provide situations for dramatization; and "Conclusion." (WR)

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Affect Domain and Reading

"Affective Teaching Strategies at the Elementary Level"

CS 001 109

Affective teaching strategies are ones in which the teacher plans for pupils to keep active, responding with satisfaction and thinking. These strategies recognize the fact that thought is the vehicle of feelings and that learning and emotions cannot be separated.

The teacher develops confidence and enthusiasm for the procedures when records of skills needed and taught are kept. A chart of desired skills is referred to and checked in planning lessons. An illustration of a chart used by one teacher is given on the following page.

The knowledge that the needs of the pupils are being met is given when the record is kept by checking the chart when the needed skills are presented. This assurance will give confidence to the teacher that will help convince pupils of the importance of a lesson.

A strategy becomes affective to a pupil not only when he is convinced that what he is doing is important, but also when he becomes involved, aroused, or pleased. He then is alive and his experiences become frought with adventure. By these adventurous feelings he is led to a deeper level of thinking. Evelyn B. Spache (5) sensed the need for such pupil-enjoying activities when she wrote Reading Activities for Child Involvement in which she describes five hundred seventy-one of them.

Use of Newspapers

A fifth grade classroom arranged with a daily newspap-

Class Skills Needed	Dates Taught	Names of Pupils	John	Mary	Elizabeth		
						Word Recognition	Word Recognition
						Vocabulary	Vocabulary
						Literal Meaning	Interpretation
						Inference	
						Figurative Language	
						Visualization	
						Creative	
						Main Idea	
						True - False	Selecting - Evaluating
						Fact - Opinion	
						Details that Define	
						Details that Explain	
						Details that Compare	
						Author's Competence	
						Propaganda	
						Cause - Effect	
						Classification	
						Sequence	Organization
						Outline	
						Graphic Arts	
						Recall	Recall
						Location	Location
						Following Directions	Following Directions
						Rate	Rate

Chart of Reading Skills

in its city to deliver papers for every student in the class for a time. Lively interest was aroused when each student searched for facts and opinions stated in the paper. In class, groups of students read their findings to one another. Then they chose members of the group to read unusually interesting examples to the entire class.

The class was lively and excited when an editor of the paper accepted their invitation to visit the room. Before he came the atmosphere was electric when the members decided on questions to ask. Certain statements found in the paper and stated as facts were suspect when the inferences that could be drawn from them were considered. An example of such a statement was found in a story about a local political race which said, "The run-off to be held February 5 will be between a newcomer with impressive credentials and a better-known but less organized veteran." Several members of the class whose families were active in the campaign knew the men discussed in the article. It was pointed out that the statement about the politicians included opinions of the reporter which were not considered facts by everyone. The editor would be asked about that sentence in the paper. The teacher was noticeably pleased because searching for that statement and similar ones had aroused the interest and feelings of the pupils and this strategy had worked.

Another day members of each group in the class pretended that they were advertising salespeople for the newspaper. Each group selected a category and searched the newspaper for firms advertising in that category. Then the Yellow

Pages of the telephone book were skimmed to prepare a list of potential advertisers in the same field. Sales presentations for these sought after customers were planned and given to the class in a persuasive manner.

Listening Stations Enjoyable

A listening station in a classroom or reading clinic is an important and enjoyable place. Oral vocabulary is enlarged and refined, specific comprehension skills are taught and enjoyment is gained when pupils are given an opportunity to listen to well-planned tapes and records.

A fourth grade teacher had been training her class to "see with their minds' eyes" what they read and heard. She chose a recording in the Listening Skills Program I A by Dorothy Kendall Bracken, Jimmye Dobbs Hays, Clara Jo Bridges and Brenda Bracken Whorton (1) to give the pupils practice in visualization. In the lesson they listened to experiences of Marco Polo and drew pictures of the descriptions. The pupils who had included in their drawingsthe main features that had been told about had their pictures chosen for the bulletin board.

One teacher supplements other excellently prepared listening programs with tapes recorded by herself for special purposes. In March she collected and recorded several poems about the wind. Listening to them provided delight for the pupils. A fifth grade girl expressed her pleasure by writing "Poems are not just words that rhyme, but words that make us feel better through and through."

The biggest pay-off came when students began reading other poems placed on the reading table and writing poems of their own. These original poems were illustrated and displayed in the room. One puzzled boy wrote:

Wind, wind
How do you blow?
I do not know.

A girl wrote her impressions of the wind in the following way:

The Wind

. . . . a whistle
. . . . a spring bouncing up and down
. . . . a roar
. . . . a spooky song
. . . . a page turning

These samples illustrate the fun and involvement that resulted from a teacher's taking time to provide a special experience for her class.

Applying Word Attack

The purpose in learning elements of word attack knowledge is achieved with a resulting satisfaction when a pupil applies the knowledge in a reading situation for word identification. The habit of application is sometimes difficult to establish. An effective strategy to assist in establishment is a formula outlined in Bracken's Specific Reading Skills Series (2). It is SSSD. The first "S" is to remind a pupil to think of Sounds in a word he does not recognize. The second "S" tells the student to think about the other words in the Sentence which might give him a clue. The third "s" tells him to look at the word's Structure or

construction. And the "D" tells him to look the word up in a Dictionary if the three "S"s have failed to help him recognize the word.

An important thing about having a formula to follow is that it does not leave a pupil with a helpless feeling upon encountering an unknown word. This is realized when pupil after pupil in this situation says "Don't tell me. I'll get it." Confidence, satisfaction and independence are conveyed in that statement. Following a formula has taken away that defeated feeling which meeting an unfamiliar word sometimes causes in a pupil.

Television Programs Used

The educational television program A Matter of Fiction (4) was regularly viewed by a sixth grade class in the Houston schools. In it a series of scenes of plots of stories are shown and discussed but the endings are never divulged. Imaginations become interestingly vivid when pupils are led to supply endings.

Sometimes this fantasy is brought out by discussions but one innovative teacher organizes her flock for presentation of their ideas by creative dramatics. A pupil director is appointed for each group. Together the group decides on the outcome of the story and a possible ending to be dramatized. The characters are chosen and the scene is rehearsed in the group. Then the informal dramatization is presented to the entire class.

When the scenes from Across Five Aprils (3) were shown on the program the discussion afterward revealed many

puzzled attitudes amoung class members. They were sad and wondered why the deserter from the army in the book came to the edge of the forest near his home but did not go home. One student said that it would be necessary to "get inside" a person to know why he did certain things.

The teacher wisely and quickly advised the pupils to pretend they were "inside the character" in planning a dramatization of a possible conclusion for Across Five Aprils.

The endings presented were a source of much interest and motivated the pupils to visit the library and get the book to learn the real ending of the story.

Two teachers in the Philadelphia School System discovered the magic and power of television as a classroom and a teacher. They devised a Language Arts TV Program in which children are learning to read by watching reruns of "Here's Lucy" and other television shows. The delight and success of this program was described in a TV Guide article "Thank God Something Finally Reached Him" by Craig R. Waters (6)

In this program children use scripts of the shows as their reading material. And they are learning to read! Bernard Solomon and Michael McAndrew, teacher originators of this idea, attribute the program's success to relevance and motivation. They explain that children like television and they especially like ti when they get a chance to read and act as well as watch.

One tall, adolescent, overweight boy reading at the primary level was labelled "retarded educable". He was al-

ways late to class and he did not speak or participate. He just hunched over his desk and pretended to write.

When the class started to study "Brian's Song" he began to take part in discussion and to volunteer to pass out scripts.

When it came time to act out the show he waved his hand frantically. He answered, when the teacher asked him what he wanted, that he wanted to read a part because he wanted to be Gayle Sayers.

The teacher thought, "Thank God something has finally reached him."

That boy signifies what the Philadelphia program is all about. It is an affective teaching strategy.

Conclusion

The activities that have been described have evoked feelings of joy, wonder, confidence, pride and satisfaction in the pupils. Classrooms have been alive and discussions lively. Thinking was evident and the strategies affective. The teachers and pupils gained and evidenced a sense of accomplishment.

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